**PLN Strategy # 6**

**(working with fiction)**

**Lesson Focus: Identifying and Applying Context Clues to Determine the Meaning of Unknown Words**

**PLN Piece: Wide Reading Strategy**

As students read text, they will identify an “**Interesting Word”** which is unknown word or a words that they may think they know but are unsure of the meaning as they are reading given text and/or their self selected books. They will then use context clues to determine its meaning.

This activity automatically differentiates itself because the students select a vocabulary word from their self selected novels, which are automatically leveled by the individual student’s reading ability. This means that students select words to study that they are actually reading, and vocabulary study is not learned and taught in isolation.

**Graphic Organizers:** “Interesting Word Sheet” (attached below)

I instructed students to keep this Interesting Word Sheet on hand as they read their self selected books independently. When they come to an “Interesting Word”, or an unfamiliar/interesting word, they need to stop reading and write the entire sentence from their book where they found their interesting word as well as the page number to use for future reference.

Students then had to use Context Clues found in their book to figure out what they thought their interesting word meant and record these specific context clues they used to figure out the meaning of their interesting word on the sheet.

Next, based on the Context Clues, they had to create a definition for their interesting word. After they created the definition, they need to use a dictionary to check the accuracy of the definition they created and then record the actually definition from the dictionary on their sheet.

The second side of the sheet focuses on identifying parts of speech. I listed the definitions and provided examples for nouns, verbs, adjectives and adverbs. The students need to identify the part of speech of their interesting word as well as the specific context clues from the text that helped them identify the part of speech.

Finally, they need to write an original sentence (10 words or more) correctly using the new word in a complete sentence. They also must use context clues in their original sentence. Normally, I would give my students a week to complete this assignment

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**WORD STUDY: An Interesting/New Word In My IRB**

Write the ***entire sentence*** from your book with your interesting / new word in it:

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**Context Clues**

~ *Read the sentence* and think about the meaning of all the words in the sentence to help you to figure out your new word’s meaning (Context Clues).

~ *You can also look at the sentences before and/or after* the sentence to help you understand what your new word means.

Now write the context clues you’ve found to help you define the new word:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

~Based on your context clues and your prior knowledge, write *your definition* for your new word: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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~Use a dictionary to double check your definition. Write the definition from the dictionary:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Identifying the Part of Speech of the Interesting/New Word Using Context Clues**

**Noun-** names a person, place, thing or idea and often comes before a verb. A noun often comes right after the little article words *a, an*, or *the.*

**Verb-** shows actions or feelings and often comes right after a noun. A verb may have a helping word in front of it such as *may, can, will, must, have, could* or *would.*

**Adjective-** describes a noun. The placement of an adjective in a sentence gives you a clue to its meaning. An adjective often comes before the noun it describes or after a linking verb like *are, is,* or *was*. Adjectives answer the questions: *What kind?* *Which one? How many? Or How much?*

**Adverb-** tells more about a nearby verb, an adjective or another adverb. Adverbs answer the questions: *Where? When?* *How? How often? How long? How much? To what extent?*

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~ What part of speech is your interesting new word? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

~ What context clue(s) did you use to help you identify the part of speech of your word?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Write an **ORIGIONAL** *complete sentence* (using at least 10 words or more) using your new word appropriately in the sentence. You must use context clues in your sentence.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.